

# INSPECTION REPORT

**PENAIR SCHOOL**

Truro

LEA area: Cornwall

Unique reference number: 112060

Headteacher: Mrs B J Vann

Reporting inspector: W J Powell  
3174

Dates of inspection: 23 - 25 April 2002

Inspection number: 191198

Short inspection carried out under section 10 of the School Inspections Act 1996

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### **Terms used in this report**

*Pupils in Years 7 to 9 are at **Key Stage 3** having transferred in most cases from their primary schools at the end of **Key Stage 2** after Year 6. Pupils in Years 10 and 11 are at **Key Stage 4** of their education. Pupils in Years 7 to 11 follow courses and Programmes of Study set out in the National Curriculum. A course of religious education is a requirement for pupils and students of all ages at school.*

*At the end of Year 9, pupils aged 14 take national tests in English, mathematics and science. In all subjects of the National Curriculum, teachers also make their own assessments of what the pupils know, understand and can do at age 14. At the end of Year 11, pupils aged 16 may take examinations in the General Certificate of Secondary Education (**GCSE**). Others may follow courses leading to the award of the General National Vocational Qualification (**GNVQ**) or the National Vocational Qualification (**NVQ**).*

*Inspectors judge the **standards** reached by pupils by comparing their attainments with national test and examination results, or by the levels of performance expected for pupils of the same age nationally. The pupils' **achievements** reflect the standards that they reach in relation to their earlier performances, and thus whether the **progress** that has occurred is high enough for the pupils concerned. These judgements take account of the educational **value added** over time. In this report, **similar schools** are defined as those with a comparable proportion of pupils eligible for free school meals.*

## INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 11 to 16

Gender of pupils: Mixed

School address: St Clement  
Truro

Postcode: TR1 1TN

Telephone number: 01872 274 737

Fax number: 01872 242 465

Appropriate authority: Governing body

Name of chair of governors: Mr N Vincent

Date of previous inspection: 13 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Penair is one of two comprehensive schools serving the city of Truro and its surrounding rural areas. With 1175 boys and girls aged 11 to 16, it is of above average size. Only five pupils are from ethnic minority backgrounds, none having English as an additional language at an early stage of acquisition; there are no refugee or traveller children at the school. There are 164 pupils (14 per cent) on the school's register of special educational needs, a below average figure, of whom 42 (four per cent) have a Statement of Special Educational Need, which is above average. Statements cover a very wide range of needs. Standards at entry are slightly below average overall.

### **HOW GOOD THE SCHOOL IS**

This is a highly effective school. Standards are well above average and pupils show very good achievement during their time at the school. There are few differences in the standards reached by boys and girls. Teaching is very good overall, and excellent in terms of the expectations that staff have of the pupils. Leadership and management are excellent; the school has a clear vision of where it is going next. Overall, value for money is excellent.

#### **What the school does well**

- Pupils achieve well because of the school's very good teaching, and because of the excellent relationships between all members of the school community.
- The pupils' specific needs are met very well.
- The positive ethos of the school, with learning at its heart, stems from excellent leadership.

#### **What could be improved**

- Some teaching, although satisfactory, could be better.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in January 1997; there were no key issues for action from the inspection. Since then, improvement has been very good; the school has not been complacent. Standards have risen steadily at the end of Years 9 in English, mathematics and science, and overall at GCSE at the end of Year 11. Performance has exceeded targets; current targets are ambitious but realistic. The school meets the needs of all pupils well, but is particularly effective in its work with those who have special educational needs. The quality of teaching has improved from an already high level, whilst the excellent value for money overall noted in 1997 has been maintained. The school has embraced new technology well to promote learning; learning resources are now much better than at the time of the last inspection, and the school has been able to make some improvements to its accommodation.

## STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
GCSE examinations	A	A	A	A

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards at entry are slightly below average overall. Pupils who entered Year 7 in 2001 had above average standards in the tests taken at the end of primary schooling in English; results were below average in mathematics and science. In the national tests taken at the end of Year 9, the trend in the school's results since the last inspection has been well above average, improving at a faster rate than nationally. In 2001, results in English, mathematics and science were well above both the national average and that for schools with a similar proportion of pupils eligible for free school meals. These results represent very good achievement in relation to standards at entry. In all three subjects, lower attaining pupils do markedly better than would be expected from their Year 6 test scores. More girls get better results than expected than do boys in English and science; in mathematics, the reverse is true. At the end of Year 11, the trend in overall GCSE results has been well above the national average, the gap widening each year. The gap between the results of boys and girls is far narrower than nationally. The school exceeded its targets in 2001. Results are significantly above average in art and design, science, design and technology, drama, English literature, geography and mathematics. In all other subjects, results are average. Achievement across Years 10 and 11 is satisfactory; pupils tend to gain results that are, overall, in line with expectations from their already impressive 1999 test results. Pupils with special educational needs achieve very well at examination, both in terms of the range of subjects taken and the standards reached.

In work seen, standards are well above average overall at the ends of Years 9 and 11. In English, the standards of current work are in line with recent test and examination results. Standards in reading, speaking and listening are well above average at all levels; they are above average in writing. Although lower and middle attaining boys perform well orally, some are let down by weaknesses in their written skills. Literacy at the school is very good across the curriculum. The school has embraced the National Literacy Strategy, drawing on its good relationships with partner primary schools, and the English department has customised and adapted its themes for work in Years 10 and 11. Pupils know the importance of structure in organising their writing, producing well-organised and coherent pieces of work. The standards of work seen in mathematics are also well above average, in line with recent results. Pupils make very good use of previously taught skills to further their progress in mathematics at all levels. Numeracy is developed well in mathematics, and pupils have good opportunities to use their mathematical skills, and enhance them, across the curriculum as a whole.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	<b>Excellent.</b> Pupils of all ages and attainment levels show very positive attitudes towards learning. The school has a purposeful buzz.
Behaviour, in and out of classrooms	<b>Very good.</b> Almost all pupils behave very well in lessons, leading to a calm and purposeful learning culture. The number of fixed exclusions is average; that of permanent exclusions is below average.
Personal development and relationships	<b>Very good.</b> Relationships are excellent, both amongst pupils and between pupils and staff. There is mutual respect and trust.
Attendance	<b>Good.</b> Attendance is average, but unauthorised absence rates are well below average.

## TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

No unsatisfactory teaching was seen during the inspection. The teaching of literacy and numeracy is very good at all levels of the school. The pattern of very good teaching is similar across the range of subjects sampled, except that fewer of the features that make for strong teaching tended to be seen in modern languages than elsewhere. In almost all cases, teachers have very good subject knowledge, and use time, support staff and other resources very well. The biggest factor in promoting effective learning is the excellent expectations that staff have of the pupils. As a result, the pace of learning is very good, pupils show excellent effort in the classroom, and they acquire knowledge, understanding and skills at a very good rate. In most cases, teachers meet the needs of all pupils very well, although in a small minority of lessons, learning objectives could be clearer, and work could be better matched to the range of attainment present. Pupils with special educational needs learn well as a result of strong teamwork between teachers and teaching assistants. The teaching of literacy and numeracy across all subjects of the curriculum is done very well; almost all teachers are also confident users of computers in their work. As well as demonstrating professional competence of a high order, members of staff at the school show a clear respect for, and liking of, young people. In return, the pupils value their teachers' efforts on their behalf.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	<b>Good.</b> Arrangements meet all requirements for the National Curriculum and religious education. The school is making good plans to introduce citizenship.
Provision for pupils with special educational needs	<b>Very good.</b> Pupils achieve very well because of very high expectations, very good teaching and well-focused support. Pupils are well integrated into the life of the school. Subject teachers and teaching assistants draw upon good individual education plans to deliver what is required. The learning centre provides very good support for disaffected pupils, or those with challenging behaviour.
Provision for pupils' personal, including spiritual, moral, social and cultural development	<b>Very good.</b> Arrangements for moral and social development are very good, whilst those for spiritual and cultural development are good, although pupils could have more opportunities to take responsibility. Given its location, the school is well aware of the need to ensure that it prepares pupils for life in a culturally diverse society, and does so successfully.
How well the school cares for its pupils	<b>Very good.</b> Pupils are cared for very well thanks to an ethos that puts them first. Child protection procedures are secure and the school does all that it can to promote a safe working environment.

The school does not meet the requirement to hold a daily act of collective worship for all pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<b>Excellent.</b> The headteacher and other members of the senior team work very well together to give a coherent vision of a school where standards are high, yet where pupils are valued as individuals. There are many areas of middle management where innovative thinking is contributing well to the learning process.
How well the governors fulfil their responsibilities	<b>Very good.</b> Governors are true critical friends of the school, and apart from not meeting fully the requirements for collective worship, fulfil their responsibilities very well.
The school's evaluation of its performance	<b>Excellent.</b> This is a self-critical school, always seeking to do better. Analyses of results and other data are of a high standard, and are being used effectively to identify areas for action. Governors play a proper part in evaluation.
The strategic use of resources	<b>Very good.</b> Funds are well matched to educational priorities, with a keen eye being kept on the balance of spending between staffing and other areas. Best value principles are well used to maximise the impact of funds available, including the spending of specialist grants.

The relatively high level of funds carried forward at the end of 2000/2001 reflected work completed, but not invoiced, at the end of the financial year. The figure for the current year is much lower.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The progress that the pupils make.</li><li>• The school's high expectations.</li><li>• The fact that the parents see staff as being approachable.</li><li>• The way that the school develops maturity and responsibility in its pupils.</li></ul>	<ul style="list-style-type: none"><li>• Homework.</li><li>• The information provided by the school.</li><li>• A closer working relationship with parents.</li></ul>

The parents' views of the school are overwhelmingly positive, with 90 per cent or more expressing satisfaction in eight of the 12 questions in the survey; satisfaction never fell below 80 per cent in the other four questions. Inspectors agree with all of the strengths noted above. Overall, they feel that homework is good, but agree that in some cases, its quality and timing could be better. Inspectors also judge that the information provided by the school, and its working relationships with parents, are good.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### **Pupils achieve well because of the school's very good teaching, and because of the excellent relationships between all members of the school community.**

1. When pupils enter the school, overall standards are a little below average. By the time that they leave at the end of Year 11, they are reaching well above average standards overall in the GCSE examinations. This very good achievement is the result of the high proportion of very good teaching that the pupils experience in the classroom.
2. Teaching has improved from the strong position noted in 1997. All lessons show at least satisfactory teaching, with four-fifths being good or better. Over half of lessons were judged to be very good or excellent; these are high figures. Learning in these lessons followed a similar pattern. This picture of strong teaching and learning takes place against a background of very good behaviour, and excellent attitudes towards work. Attitudes and behaviour are good or better in almost all lessons, and very good or excellent in two-thirds of them. No lesson showed unsatisfactory behaviour overall. Pupils recognise the hard work that teachers put in on their behalf, and the care that most take to know them as individuals. In structured interviews, pupils were quick to identify enthusiastic and approachable teachers as a major strength of the school; the inspection team would not disagree with them.
3. The school is staffed by subject specialists. Their very good subject knowledge is a significant factor in the very good progress and learning that characterises most lessons. For example, a very good Year 9 music lesson saw musical extracts that were very well chosen and introduced. The teacher's depth of understanding allowed pertinent questions to be asked, resulting in the pupils gaining a good knowledge of Italian musical terms. The teacher's very good management of the class revealed a shared understanding of why they were in the room; pupils worked with the teacher to move learning forward at a good rate. A very good Year 11 science lesson on genetic engineering drew upon the teacher's detailed subject knowledge in planning and delivery of the lesson. However, the teacher was also skilled in using an interactive whiteboard for reference, using clear and well-prepared "pages". The school understands that such new technology needs careful introduction in order to maximise its impact on learning, and that staff need proper training to unlock its potential.
4. In addition to their subject knowledge, most teachers also demonstrate a very clear understanding of the assessment requirements of the National Curriculum and of examination syllabuses. Many classrooms have displays showing what characterises one National Curriculum level from another. An excellent Year 9 design and technology lesson on developing food products referred extensively to assessment criteria. The pupils had a very clear idea indeed of what each of them had to do to refine their work. The highlight of the double period was the final evaluation of finished dishes, in which all pupils spoke about how they would tweak their designs for the final assessment. Higher and lower attainers alike were able to evaluate each other's work confidently and sensitively, reflecting the teacher's clear valuing of everyone's efforts. Even when things had gone wrong, there was a strong sense of understanding why, and of a determination to improve. Evaluation of each other's work was also a key feature of an excellent Year 9 geography lesson on deforestation. Here, the teacher had used her detailed knowledge of National Curriculum requirements to adapt them for the topic in question; the simple grid enabled the pupils in the mixed ability group to plan very good presentations. Moreover, there was real teaching here, not telling; pupils were shown what to do, but then the teacher ensured understanding by detailed questioning.
5. Overall, the teachers' expectations of the standards that pupils should be able to reach are excellent. Expectations of behaviour are equally high; almost all lessons are characterised by first class relationships founded on mutual trust and respect. The school's detailed analyses of the educational value that is added over time are of high quality, and serve as another example of how the school's success is built upon its focus on pupils as individuals. Targets are based

on the upper end of national patterns of improvement, not merely the average. Most pupils know their personal targets in subjects, not just at the end of the year, or for tests and examinations, but in terms of what they have to do to reach them over the next few weeks. One pupil demonstrated with pride a collection of sticky labels in his folder, each one a short-term target set and met. In a very good Year 10 information and communication technology lesson, the teacher raised the pupils' horizons by constantly referring to the standards required for higher levels of award rather than merely those for a bare pass. The pupils saw that they were within reach.

6. Teachers work hard to reduce the gap between the standards of work of boys and girls; test and examination results show that its strategies are working. For example, the art department takes positive steps to raise the self-esteem of boys, ensuring that their work is well represented in displays and exhibitions, or in providing suitable opportunities for them to work on larger-scale projects in ceramics and drawing. An excellent Year 11 English lesson saw the teacher encouraging boys to dig deeper when studying *"Of Mice and Men"* by providing a high proportion of oral work, giving frequent and specific praise, and using charts, diagrams and flip charts. All pupils were completely focused on the task in hand, and by the end of the lesson, boys were talking openly about the emotional appeal of the book.

#### **The pupils' specific needs are met very well.**

7. The school's mission statement emphasises the individual: "To create and sustain a caring, learning, school community where everyone is valued for who they are and for what they might become." This is a school where most teachers bring learning down to the individual. For example, in an art lesson, the teacher prepared the pupils for their work by concluding with: "... and we want *your* ideas. We want to see *you* in your work". A notice on the door in a geography classroom says: "Geography is about the world and *you*."
8. Most teachers start a lesson with a clear statement of what it is to be about. The best practice is marked by aims that are expressed in terms of what the pupils will learn, rather than on the sequence of tasks or the content. This focus on learning outcomes then helps to ensure that the often wide range of attainment levels in the school's many mixed-ability groups is taken into account in planning lessons. An excellent Year 11 business studies lesson on marketing showed how careful planning allowed pupils of very different attainment levels to make very good progress, in spite of the lack of any teaching assistants. The aims were expressed in terms of what the pupils should be able to know, understand and do by the end of the session. The teacher's very detailed knowledge of each pupil's strengths and weaknesses allowed her to assign different tasks and materials according to need. Careful open-ended questioning of individuals ensured that basic knowledge was secure across the group. However, the teacher also drew higher attaining pupils together for a few minutes at a time to push them further on the higher order skills of analysis and evaluation that they needed to do well. This was a dynamic lesson in all senses, in which learning rates and application were high across the attainment range.
9. Pupils who have special educational needs achieve very well. Most of them will take a full range of subjects at GCSE. Disapplication is rare; different provision is only made where it is needed. However, the very comprehensive monitoring arrangements mean that pupils are not left to struggle. Pupils learn very effectively because of their teachers' strong emphasis on developing literacy, particularly through different methods of learning that make lessons fun as well as effective. Individual education plans are of high quality, having realistic and specific targets, together with practical strategies for realising them. They are active working documents, reviewed very regularly, and with parents and pupils involved well in the decision process. A strength of the school lies in the level of support provided by teaching assistants. Some are attached to faculties, providing general support in consultation with teachers. Others are attached to specific pupils. Moreover, the impact of their time is maximised. If a pupil does not require close support in a particular lesson, assistants know where they should go to support another. The site has many changes of level, but pupils in wheelchairs have good facilities to

enable them to participate to the full. Many instances were seen where their able-bodied peers offered thoughtful support.

10. A few pupils at the school are disaffected with education, or show challenging behaviour. The school has provided the learning centre to meet their needs. Pupils are admitted only after careful assessment; this is no dumping ground for those who prove difficult in classes. As a result, the well-targeted work done in the centre is effective in increasing pupils' attendance at the school, enabling them to achieve more, and contributes very positively to their welfare and to raising their self-esteem.
11. The school is not neglecting the needs of its highest attainers, including those with particular gifts and talents. Analyses of examination and test results show that, whilst they do at least as well as expected, the school feels that they could achieve even more highly. A senior member of staff has therefore recently been given responsibility for looking at what improvements might be made. Pupils who might benefit from such provision have been identified, using the school's extensive academic database, and the current policy on gifted and talented is now being revised. To date, two gifted pupils have had individual education plans drawn up to target support. Training for staff is well in hand, and the emphasis now is on monitoring pilot provisions, for example in order to build up exemplar materials.

#### **The positive ethos of the school, with learning at its heart, stems from excellent leadership.**

12. The school motto is reflected in its work: "Learn in order to live". The last inspection in 1997 contained no key issues for action, but the school has been determined not to become complacent. The introduction to the current school improvement plan states that "...it is our intention to always be a 'moving' school, and never a 'cruising' school".
13. The overall quality of leadership and management from the headteacher and other key staff is excellent, and is a major factor in making this a 'moving' school. The school improvement plan is rooted in careful evaluation of its work. This includes conducting surveys in order to learn what pupils, parents and members of staff think about it. The school's analyses of pupils' academic performances are rigorous and thorough, and focus sharply on the progress that individuals are expected to make at all stages in their subjects. Each of the nine targets in the current whole school plan deals with aspects of learning. The plan reflects well the national initiatives for work across Years 7 to 9. Given the wealth of analysis carried out, the various targets and success criteria could be strengthened further by quantifying in greater detail the outcomes, at the level of pupils, that improvements are intended to bring about.
14. One of the current planning targets seeks to establish the school as a centre of excellence for initial teacher training. Whilst this provision was not the focus of the current inspection, its impact can be seen in the school's work, for example in how new technology can best be used to promote effective learning. Several discussions with staff referred spontaneously to issues that had arisen as a result of involvement in the programme. A recent graduate from the programme drew together many strands in a Year 11 mathematics lesson on reaction times. Pupils used a game downloaded from the Internet to simulate batting, an interactive whiteboard was used to note key points, and the following lesson was going to use software to produce various displays of the findings. The lesson was fun, and all pupils made good progress in applying their previous knowledge to a new situation.
15. The school is currently preparing a bid for Science College specialist status. Both the chair of governors and the headteacher see this as being, in part, a counter to complacency and a stimulus to further development. As well as raising standards further, the bid is intended to develop closer links with the wider community, including partner schools and colleges and with businesses. Those who live in the immediate area of the school, including areas of disadvantage, are also seen as partners in the proposals. This typifies the way in which learning is seen as an inclusive activity at Penair.

16. The governors bring a wide range of skills to the strategic management of the school. They have a very clear picture of the school's strengths and weaknesses, enhanced by first hand knowledge of its work. Funds are well targeted to planning priorities, and governors have maintained a careful balance between spending on staffing, which is below average, and that on accommodation and learning resources, which is above average. The principle of best value is not just applied to purchasing. Careful consideration of comparison, challenge, consultation and competition applies across the whole of the school's work.

## **WHAT COULD BE IMPROVED**

### **Some teaching, although satisfactory, could be better.**

17. All teaching seen during the inspection is at least satisfactory, but the 20 per cent that is no more than satisfactory could be improved to reflect the many strengths seen in other classrooms across the school. Although sampling was limited, the features that mark the best teaching were seen less often in modern languages than elsewhere. In most subjects, even lessons that were good contained some features that could be improved.
18. The one factor that links many of these cases is that the teaching takes insufficient account of the diversity of attainment and needs in the class. For example, the aims of the lesson are more likely to focus on what the teacher intends to cover rather than what the different groups of pupils will be able to know, understand and do as a result of their work. Pupils are less likely to know how well they are doing because the teacher does not have a firm grasp of the school's target setting arrangements. As a result, teaching is less likely to reflect a range of methods, groupings and materials that offer appropriate challenge to the higher and lower attainers; teaching is more likely to be towards the middle of the range. Finally, because individuals' targets are not well known, there is less emphasis on assessment, for example through the use of frequent targeted questions, to confirm that pupils - as individuals - are making sufficient progress, and that the pace of learning is as high as it could be.
19. Parents expressed some concern over homework in the pre-inspection questionnaire. Whilst inspectors found that homework arrangements were good overall, they agree that some could be more challenging. The learning aims behind homework are not always clear. Finishing off work started in class does not stretch the higher attainers, and further penalises those who found the work difficult in the lesson. Scrutiny of work also showed that some marking does not do enough to show pupils what they should do to improve their work; in a few cases, marking appeared to be infrequent and consist of little more than ticks and brief comment.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. Governors and senior managers should consider the following points for improvement when drawing up the post-inspection action plan. All of these points are contained in the current school improvement plan. None of the issues raised formed key issues for action after the last inspection of the school.

(1) Ensure that the lessons to be had from the best teaching influence practices in all classrooms to raise achievement still further, with particular reference to:

- making sure that the aims of lessons are expressed in terms of the learning outcomes expected from the pupils;
- making sure that all teachers are confident users of the school's target setting processes;
- making sure that the methods and materials used reflect the diversity of attainments in the class; and
- making sure that homework is challenging, has a clear learning purpose, and is marked in a way that guides further improvement.

(Paragraphs 17-19.)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	17	11	8	0	0	0
Percentage	12.2	41.5	26.8	19.5	0.0	0.0	0.0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Y7-Y11
Number of pupils on the school's roll	1175
Number of full-time pupils known to be eligible for free school meals	80

Special educational needs	Y7-Y11
Number of pupils with statements of special educational needs	42
Number of pupils on the school's special educational needs register	164

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	8.3

#### Unauthorised absence

	%
School data	0.2

National comparative data	8.2
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National comparative data	1.1
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 3 (Year 9)**

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2001	121	111	232

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	94	102	102
	Girls	100	97	99
	Total	194	199	201
Percentage of pupils at NC level 5 or above	School	84 (81)	86 (81)	87 (81)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	51 (44)	66 (60)	58 (53)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	92	104	96
	Girls	98	99	96
	Total	190	203	192
Percentage of pupils at NC level 5 or above	School	82 (87)	88 (83)	83 (81)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	47 (52)	61 (54)	55 (43)
	National	31 (31)	42 (39)	33 (29)

Percentages in brackets refer to the year before the latest reporting year.

**Attainment at the end of Key Stage 4 (Year 11)**

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2001	110	121	231

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	78	109	109
	Girls	86	120	121
	Total	164	229	230
Percentage of pupils achieving the standard specified	School	71 (68)	99 (96)	100 (97)
	National	48 (47)	91 (91)	96 (96)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	47.0 (47.0)
	National	39.0 (38.4)

*Figures in brackets refer to the year before the latest reporting year.*

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	1
Chinese	0
White	1170
Any other minority ethnic group	0

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	17	4
Other minority ethnic groups	0	0

*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes****Qualified teachers and classes: Y7-Y11**

Total number of qualified teachers (FTE)	60.7
Number of pupils per qualified teacher	19.3

**Education support staff: Y7-Y11**

Total number of education support staff	33
Total aggregate hours worked per week	876

**Deployment of teachers: Y7-Y11**

Percentage of time teachers spend in contact with classes	78.6
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**Average teaching group size: Y7-Y11**

Key Stage 3	26.2
Key Stage 4	24.7

*FTE means full-time equivalent.*

**Financial information**

Financial year	2000/2001
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	£
Total income	2,877,249
Total expenditure	2,809,660
Expenditure per pupil	2,377
Balance brought forward from previous year	21,636
Balance carried forward to next year	89,225

**Recruitment of teachers**

Number of teachers who left the school during the last two years	15.3
Number of teachers appointed to the school during the last two years	17.3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	1175
Number of questionnaires returned	188

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	46	8	1	1
My child is making good progress in school.	52	45	2	1	0
Behaviour in the school is good.	33	59	3	1	4
My child gets the right amount of work to do at home.	23	57	16	3	1
The teaching is good.	36	61	2	1	1
I am kept well informed about how my child is getting on.	39	45	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	4	2	1
The school expects my child to work hard and achieve his or her best.	65	31	3	0	0
The school works closely with parents.	35	46	13	3	3
The school is well led and managed.	51	40	4	2	4
The school is helping my child become mature and responsible.	45	49	3	1	3
The school provides an interesting range of activities outside lessons.	48	40	6	2	4